RESOURCES

- Ackerman, Richard, Maslin-Ostrowski, Patricia, & Christensen, Chuck. (1996). Case stories: Telling tales about school. Educational Leadership, pp. 21-23.
- Airasian, Peter W. (Boston College), and Gullickson, Arlen (Western Michigan University). (1994). *Parameters for fostering teacher self-assessment*. Presentation made in Gatlinburg for the CREATE Convention.
- Alfonso, R.J. (1984). Integrating supervision evaluation, and staff development: A concept paper. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Anzul, M., & Ely, M. (1988). Halls of mirrors: The introduction of the reflective mode. *Language Arts*, 65(7), 675-687.
- Barth, R. (1990). Improving schools from within. San Francisco: Jossey-Bass, Inc.
- Bissex, G. (1986). On becoming teacher experts: What's a teacher-researcher? *Language Arts*, 63(5), 482-484.
- Brandt, Ron (March 1996). On a new direction for teacher evaluation: A conversation with Tom McGreal, *Educational Leadership*, p. 30.
- Brandt, R. (1985). On teaching and supervising: A conversation with Madeline Hunter. *Educational Leadership*, 42, 61-66.
- Brandt, R. S. (1987). On teachers coaching teachers: A conversation with Bruce Joyce. *Educational Leadership*, 44(5), 12-17.
- Bryant, M., & Currin, D. (1995). Views of teacher evaluation from novice and expert evaluators. *Journal of Curriculum and Supervision*, 10, 250-261.
- Caccia, Paul F. (1996). Linguistic coaching: Helping beginning teachers defeat discouragement. *Educational Leadership*, pp. 17-20.
- Caldwell, B.J., & Spinks, J.M. (1988). *The self-managing school.* London: The Falmer Press.
- Cangelosi, J.S. (1991). Evaluating classroom instruction. New York: Longman.
- Darling-Hammond, L. (1994). *National commission on teaching and america's future: Briefing paper.* Unpublished manuscript, Columbia University, Teachers College,
 New York.

91

File: res-tf 1/26/98

- Darling-Hammond, L. (1996). The quiet evolution: Rethinking teacher development. *Educational Leadership*.
- Douglas County School District and Douglas County Federation of Teachers. (1994). *Performance pay plan for teachers*. Castle Rock, CO,.
- Duke, Daniel L. (1990). Developing teacher evaluation systems that promote professional growth. *Journal of Personnel Evaluation in Education*, Vol. 4, Kluwer Academic Publishers, USA, pp. 131-144.
- Duke, D.L. (1990). Setting goals for professional development. *Educational Leadership*, p. 41.
- Duke, D.L. (1985). What is the nature of educational excellence and should we try to measure it? Presidential address to the annual conference of the Oregon Educational Research Association, Newport, Oregon.
- Duke, D.L., & Stiggins, R.J. (1990). Beyond minimum competence: Evaluation for professional development. In J. Millman and L. Darling-Hammond (Eds.), *Handbook for the Evaluation of Elementary and Secondary Teachers*, Newbury Park, CA: Sage.
- Duke, Daniel L., & Stiggins, Richard J. (1986). *Teacher Evaluation: Five Keys to Growth*. A joint publication of American Association of School Administrators, National Association of Elementary School Principals, National Association of Secondary Principals, and National Education Association, NEA Professional Library, National Education Association, Washington, D.C.
- Elliott, Emerson. (1996). What performance-based standards mean for teacher preparation. *Educational Leadership*, pp. 57-58.
- Ellis, Susan S. (1995). We better know what we're asking teachers to do: An interview with Larry Dixon. *Journal of Staff Development*, Vol. 16, No. 2.
- Fenner, Marilyn, & Rothberg, Robert. (1994). When teachers need help. *The Executive Educator*, Executive Press.
- Glanz, J. (1996). Improvement versus evaluation as an intractable problem in school supervision: Is a reconciliation possible? *Record in Educational Leadership*.
- Glesne, C.E. (1991). Yet another role? The teacher as researcher. *Action in Teacher Education*, 13(1), 7-13.

92

File: res-tf 1/26/98

- Glickman, Carl D., Gordon, Stephen P., & Ross-Gordon, Jovita M. (1995). *Supervision of instruction: A developmental approach* (3rd ed.). Allyn & Bacon Publishing Company, Needham Heights, Mass. 02194.
- Gordon, S. P., Nicely, R. F. (in press). Supervision and staff development. In G. R. Firth & E. Pajak (Eds.), *Handbook of research on school supervision*. New York: Macmillan.
- Greene, M. L. (1992). Teacher Supervision as professional development: Does it work? Journal of Curriculum and Supervision, 7, 131-148.
- Griffin, G. S. (1991). Interactive staff development using what we know. In A. Lieberman & L. Miller (Eds.), *Staff development for education in the 90's: New demands, new realities, new perspectives* (2nd ed.). New York: Teachers College Press.
- Hartzell, Gary N. (1995). Helping administrators learn to avoid seven common employee performance appraisal errors. *Journal of Staff Development*, Vol. 16, No. 2.
- Hazi, H. (1994). The teacher evaluation-supervision dilemma: A case of entanglements and irreconcilable differences. *Journal of Curriculum and Supervision*, 9, 195-216.
- IPDP in Vermont (State Model for Licensure), Jill Mack, State Department of Education, Vermont.
- Interstate New Teacher Assessment and Support Consortium, *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, Council of Chief State School Officers, Washington, D.C., 1992.
- Iwanicki, Edward F. (1994) *Using evaluation to enhance teaching and learning in schools*. The University of Connecticut, presentation during the Center for Research on Educational Accountability and Teacher Evaluation: Third National Evaluation Institute, Department of Educational Leadership, Gatlinburg, Tenn.
- Johnson, B. (1993). *Teacher as researcher*. ERIC Digest. Washington, D.C.: ERIC Clearinghouse on Teacher Education.
- Klein, K. (1984). *Evaluation of teaching: The formative process*. Bloomington, IN: Phi Delta Kappa.
- Lyons, Nona P. (1996). A grassroots experiment in performance assessment. *Educational Leadership*, pp. 64-67.
- Lytle, S.L., & Cochran-Smith, M. (1992). Teacher research as a way of knowing. Harvard Educational Review, 62(4), 447-474.

- Marks, J. R., Stoops, E., & King-Stoops, J. (1985). *Handbook of educational supervision: A guide for the practitioner* (3rd ed.). Newton, MA: Allyn & Bacon.
- Marshall, Stephanie Pace, & Hatcher, Connie. (1996). Promoting career development through CADRE. *Educational Leadership*, pp. 42-45.
- McGreal, T. (1983). Successful teacher evaluation. Alexandria, VA: Association for Supervision and Curriculum Development.
- McGreal, T. (1995). The impact of new evaluation processes on teacher involvement and teacher reflection. A report to the Illinois Association for Supervision and Curriculum Development. Champaign, IL: The University of Illinois.
- McKernan, J. (1988). Teacher as researcher: Paradigm and praxis. *Contemporary Education*, 59(3), 154-158.
- Millman, J., & Darling-Hammond, L. *The new handbook of teacher evaluation.* Newbury Park, CA: Sage.
- Mosher, R.L. & Purpel, D.E. (1972). *Supervision: The reluctant profession*. New York: Houghton Mifflin.
- Murnane, R.J. (1995). Staffing the nation's schools with skilled teachers. An unpublished manuscript, Harvard University, Consortium for Policy Research in Education, Cambridge, MA.
- Murphy, J. (1994). Redefining the principalship in restructured schools. *NASSP Bulletin*, 78, 94-99.
- Murphy, Michael, & Miller, Alice. (1996). Incentives pay off in technological literacy. *Educational Leadership*, pp. 54-56.
- *NASSP Practitioner.* (1995). The supervisory continuum: A developmental approach. Volume 22(1).
- Neck, Christopher P., & Barnard, Annette W.H. (1996). Managing your mind: What are you telling yourself? *Educational Leadership*, pp. 24-27.
- Neville, Richard F. & Glanz, Jeffrey, Eds. (1997). *Educational Supervision: Perspectives, Issues, and Controversies*, Norwood, MA, Christopher-Gordon Publishers, Inc.
- Nolan, J., & Francis, P. (1992). Changing perspectives in curriculum and instruction. In C. Glickman (Ed.), *Supervision in Transition* (pp. 44-60). Alexandria, VA: Association for Supervision and Curriculum Development.

94

File: res-tf 1/26/98

- Nolan, J.F., & Hillkirk, K. (1991). The effects of a reflective coaching project for veteran teachers. *Journal of Curriculum and Supervision*, 7(1), 62-76.
- Nolan, J. F., & Hillkirk, K. (1991). The effects of a reflective coaching project for veteran teachers. *Journal of Curriculum and Supervision*, 7, 62-76.
- Oliva, P. F. (1993). Supervision for today's schools (3rd ed.). White Plains, NY: Longman.
- Olson, M.W. (1990). Teachers who question are teachers who learn (research into practice). *Reading Psychology*, 11(3), 277-282.
- Pajak, E. (1990). Dimensions of supervision. Educational Leadership, 48, 78-81.
- Pajak, E. (1993). *Approaches to clinical supervision: Alternatives for improving instruction*. Norwood, MA: Christopher-Gordon Publishers.
- Phillips, M.D., & Glickman, C.D. (1991). Peer coaching: Developmental approach to enhancing teacher thinking. *Journal of Staff Development*, 12(2), 20-25.
- Pigford, Aretha Butler, Teacher Evaluation: More Than A Game That Principals Play. *Phi Delta Kappan*, October 1987.
- Poole, W. (1994). Removing the "super" from supervision. *Journal of Curriculum and Supervision*, 9, 284-309.
- Powell, J.H. (1992). Empowerment through collegial study groups. *Contemporary Education*, 63(4), 281-284.
- Richardson, V. (Ed.). (1994). *Teacher change and the staff development process*. New York: Teachers College Press.
- Rowley, James B., & Hart, Patricia M. (1996). How video case studies can promote reflective dialogue. *Educational Leadership*, pp. 28-29.
- Searfoss, Lyndon W., & Enz, Billie J. (1996). Can Teacher Evaluation Reflect Holistic Instruction? p. 38.
- "Self-Assessment Tool Kit," printed June 1994, a product of CREATE--Project 1.4, Development of Classroom Assessment Techniques for Teacher Self-Evaluation, Western Michigan University.
- Sergiovanni, T.J., & Starratt, R.J. (1993). Supervision: A Redefinition (5th ed.). New York: McGraw-Hill.
- Sergiovanni, T.J., & Starratt, R.J. (1988). *Supervision: Human perspectives* (4th ed.). New York: McGraw-Hill.

95

- Sahakian, Pauline, & Stockton, John. (1996). Opening doors: Teacher-guided observations. *Educational Leadership*, pp. 50-53.
- Showers, Beverly, & Joyce, Bruce. (1996). The evolution of peer coaching. *Educational Leadership*, pp. 12-16.
- Supervision Reappraised. *Update*, Vol. 35, No. 5, Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453, August 1993.
- *Teacher Evaluation.* A Legal Memorandum, National Association of Secondary School Principals, ISSN192-6152, 1993.
- Tsui, A. B. M. (1995). Exploring collaborative supervision in inservice teacher education. *Journal of Curriculum and Supervision*, 10, 346-371.
- Waite, D. (1995). Rethinking instructional supervision: Notes on its language and culture. London: The Falmer Press.
- What matters most: Teaching for America's future. (1996). Report of the National Commission on Teaching & America's Future, Woodbridge, VA.
- Why Good Evaluation is Needed to Improve Student Achievement. *Evaluation Perspectives*, Vol. 5, No. 2, May 1995.
- Wiles, J., & Bondi, J. (1991). *Supervision: A guide to practice* (3rd ed.). New York: Merrill/Macmillan.
- Wilmore, Elaine. (1996). Brave new world: Field-based teacher preparation. *Educational Leadership*, pp. 59-63.
- Wolf, Kenneth, (1996). Developing an effective teaching portfolio. *Educational Leadership*, p. 34.